

Unit Planning Guide: Grade 12 Unit 1 of 8 A

Unit Title: Literature and Culture	Pacing (Duration of Unit): 5 weeks/ weeks 1-5
Grade: 12	Buffer Day(s): 4

Desired Results

Transfer Goals

Students will be able to independently use their learning to: change for ELA

- Use the text to provide evidence as support
- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conversations in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

<p>Standards (Priority Standards in bold):</p> <p>RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>W.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.12.3.a.b.c.d.e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>L. 12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on other's ideas and expressing their own clearly and persuasively.</p> <p>L.12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>WiDA Standards (ELL)</p> <p>WIDA for English Language Learners</p> <p>Standard 1: ELLs communicate for Social and Instructional purposes within the school setting</p> <p>Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p> <p>In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p>
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Supporting Standards

RI.12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how the author uses and refines the meaning of a key term or terms over the course of a text

W.12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

L.12. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and context, choosing flexibly from a range of strategies.

L.12.4c Consult general and specialized reference materials(dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas:	Essential Questions:
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- An informed citizen of the 21st century world understand the influence of literature on culture/culture on literature.
- College and career readiness requires the ability to engage in collegial, evidence-based academic conversations.
- Effective writers understand and demonstrate purpose and clarity in writing.

- How is culture reflected in early narratives and epics?
- What makes a hero heroic according to various cultures?
- What is the author's purpose? What is he/she trying to achieve his/her writing?

Acquisition (*Mostly assessed through traditional summative assessments)

<p>Knowledge:</p> <p>Students will know ...</p> <ul style="list-style-type: none"> • Effective readers select, organize and analyze textual evidence • How to identify themes or central ideas in texts • Effective academic discourse requires following pre-established protocols • Sophisticated writers effectively select, organize and analyze evidence and use precise word choice • Persuasive writers include narrative techniques to develop their claims 	<p>Skills:</p> <p>Students will be skilled at:</p> <ul style="list-style-type: none"> • Citing strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly • Determining two or more themes or central ideas of a text and analyzing their development and providing an objective summary • Writing arguments to support claims using valid reasoning and relevant evidence while including counterclaims with evidence • Using varied syntax to create cohesion between claims and counterclaims while establishing and maintaining a formal style and objective tone • Writing narratives to develop real or imagined experiences that engage and orient the reader through the use of a variety of narrative techniques to create a coherent whole and build toward a particular tone and outcome • Initiating and participating effectively in collaborative discussions while building on other's ideas and expressing their own clearly and persuasively <p>Demonstrating the command of the conventions of standard English</p>
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